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The purpose of this conference was to present a variety of papers focused on the rationale that providing more and better quality education for the world of work is vital for the South and is of twofold urgency because: (1) Millions of Southerners are ill prepared to seize existing employment opportunities, and (2) Business and industry must have an adequate force of well trained tradesmen and technicians if the South's rapid economic development is to continue. Topics include: Occupational Education in the North Carolina Community College System, Accreditation of Occupational Education Programs, and Preparation of Personnel in Occupational Education. A 100 item selected bibliography on occupational education in a 2-year college is included. (CH)

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# OCCUPATIONAL EDUCATION: A CHALLENGE TO THE TWO-YEAR COLLEGE

VT006440

REPORT OF A CONFERENCE FOR
COMMUNITY COLLEGE ADMINISTRATORS
CHARLOTTE, NORTH CAROLINA / JULY 1967

# OCCUPATIONAL EDUCATION: A CHALLENGE TO THE TWO-YEAR COLLEGE

PROCEEDINGS OF A STATE CONFERENCE
JULY 23-26, 1967

SPONSORED BY

THE UNIVERSITY OF NORTH CAROLINA
AT CHARLOTTE

AND

THE DEPARTMENT OF COMMUNITY COLLEGES,
RALEIGH, NORTH CAROLINA


EDITED BY

Bonnie E. Cone, Vice Chancellor
The University of North Carolina at Charlotte

and

Philip D. Vairo, Area Representative
and Associate Professor of Education
The University of North Carolina at Charlotte



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION



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# PREFACE

These proceedings contain the majority of the addresses which made up the second State Conference for Community College Administrators sponsored jointly by the University of North Carolina at Charlotte and the Department of Community Colleges of North Carolina. Presidents of community colleges, technical institutes and extension units, and representatives of institutions preparing community college teachers in North Carolina took part in this exciting and challenging conference concerned with the role occupational education will play in North Carolina in the decade ahead.

Today, in a world of changing dimensions, numerous factors exist in our changing economy which contribute to a vast pattern of job possibilities. In the next decade an even greater variability will exist in the world of work. The selection of an occupation not only may determine whether one will be employed or unemployed, successful or unsuccessful, but will also influence almost every other aspect of one's life. It is precisely for these reasons that "Occupational Education: A Challenge to the Two-Year College" was selected as the conference theme.

There is little doubt that North Carolina must react to the rapidly changing economic scene and provide its citizens with the necessary skills to met the challenges which will arise from automation and the expanding labor market. In a recent report, *We Shall Not Rest,* William L. Pressly, President, Southern Association of Colleges and Schools, said:

> Providing more and better quality education for the world of work is vital to the South and is of two-fold urgency: (1) Millions of Southerners are ill-prepared to seize existing employment opportunities, and (2) Business and industry must have an adequate force of well-trained tradesmen and technicians if the South's rapid economic development is to continue.

The coordinators of this conference and participants are all deeply indebted to the speakers and panelists and wish to express their appreciation to them for their fine contributions. The success of this second conference was due in no small measure to the Department of Community Colleges, the North Carolina State Board of Education, which provided funds to make this conference possible, and to all the conference participants, whose interest and participation created an atmosphere in which serious consideration of the problems facing the community college could be discussed.

The mounting interest afforded occupational education in recent years and the development of a state-wide system of community colleges in North Carolina gave timeliness to this conference. The University of North Carolina at Charlotte looks forward with keen anticipation to the prospect of continuing to work closely with the institutions in North Carolina preparing citizens for the world of work.

BONNIE E. CONE

PHILIP D. VAIRO

September, 1967

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# PROGRAM

# PROGRAM

## SUNDAY, July 23, 1967

| | |
|---|---|
| 6:00 p.m. | Registration Begins, University Union |
| 6:45 p.m. | Dinner |
| | QUALITY AND DIVERSITY IN THE COMMUNITY COLLEGE |
| Welcome: | Dr. Dean W. Colvard, Chancellor<br>The University of North Carolina at Charlotte |
| Introduction of Speaker: | Dr. Richard Hagemeyer, President<br>Central Piedmont Community College |
| Speaker: | Dr. Norman C. Harris, Professor of Technical Education, Center for the Study of Higher Education, University of Michigan |

## MONDAY, JULY 24, 1967—University Union

| | |
|---|---|
| 9:00- 9:30 a.m. | Coffee Hour |
| 9:30-12:00 Noon | OCCUPATIONAL EDUCATION IN THE COMMUNITY COLLEGE AND TECHNICAL INSTITUTE |
| Presiding: | Dr. I. Epps Ready, Director<br>North Carolina Department of Community Colleges |
| Panel: | Mr. Anthony J. Bevacqua<br>Educational Director of Vocational and Technical Programs,<br>North Carolina Department of Community Colleges |
| | Prof. Norman C. Harris<br>University of Michigan |
| | Mr. Robert W. LeMay, President<br>W. W. Holding Technical Institute |
| | Dr. Grady Love, President<br>Davidson County Community College |
| 2:00- 5:00 p.m. | PREPARATION OF PERSONNEL IN OCCUPATIONAL EDUCATION |
| Presiding: | Dr. Bonnie E. Cone<br>Vice Chancellor for Student Affairs and Community Relations<br>The University of North Carolina at Charlotte |
| Panel: | Dr. Edgar Boone<br>Professor of Adult Education<br>North Carolina State University |
| | Dr. Norman C. Harris<br>University of Michigan |
| | Dr. Gordon B. Pyle<br>Educational Director of Academic Programs<br>North Carolina Department of Community Colleges |

## TUESDAY, JULY 25, 1967—University Union

| | |
|---|---|
| 9:00- 9:30 a.m. | Coffee Hour |
| 9:30-12:00 Noon | ACCREDITATION OF OCCUPATIONAL EDUCATION PROGRAMS |
| Presiding: | Dr. Howard E. Thompson, President<br>Wilkes Community College |
| Panel: | Dr. H. E. Beam, President<br>Caldwell Technical Institute |
| | Mr. Howard E. Boudreau, President<br>Fayetteville Technical Institute |
| | Dr. David Kelly<br>Assistant Executive Secretary<br>Southern Association of Colleges and Schools |
| 12:00 Noon | Luncheon |
| | IN-SERVICE AND PRE-SERVICE EDUCATION FOR PERSONNEL IN TWO-YEAR COLLEGES |
| Presiding: | Dr. Raymond Stone, President<br>Sandhills Community College<br>Joint Meeting of President William C. Friday and the Chancellors of the Four Campuses of the University of North Carolina with the Presidents of the Two-Year Colleges of North Carolina |

## WEDNESDAY, JULY 26, 1967—University Union

| | |
|---|---|
| 9:00- 9:30 a.m. | Coffee Hour |
| 9:30-11:30 a.m. | A COMPARISON OF FRINGE BENEFITS AND REMUNERATION IN TWO AND FOUR YEAR COLLEGES AND INDUSTRY |
| Presiding: | Dr. Richard Hagemeyer, President<br>Central Piedmont Community College |
| Panel: | Mr. Charles Bucher<br>Assistant Educational Director of Academic Programs, North Carolina Department of Community Colleges |
| | Mr. Edwin J. Dowd, Executive Vice President<br>Central Piedmont Industries |
| | Dr. Mary Embry<br>Assistant Professor of Mathematics<br>The University of North Carolina at Charlotte |
| 12:00 Noon | Luncheon |
| | LOOKING AT THE CONFERENCE IN RETROSPECT |
| Introduction of Speaker: | Dr. Ben E. Fountain, Jr., President<br>Lenoir County Community College |
| Speaker: | Mr. Perry Morgan, Editor<br>Charlotte News |

# ADDRESSES

# OCCUPATIONAL EDUCATION IN THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

I. E. READY
*Director*
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

Providing occupational educational opportunities for people already employed and for people planning to enter an occupational field directly from our institutions is without a doubt a major role of the Community College System. If for no other reasons, this is true because of the critical manpower shortage coupled with the unique function assigned to our institutions to offer technical and vocational programs for adults. In the entire educational structure, this is one job that will not be done unless we do it.

We are heavily engaged in occupational programs. Some 85% of our population lives within commuting distance of our occupational programs, while 25% has the same opportunity in our college parallel programs. Our projected enrollment through the present biennium anticipates better than 2/3 of our enrollment in occupational studies.

There are, however, certain problems we face in meeting our responsibility to provide occupational education. For example, we find it harder to recruit students for occupational programs than for college parallel programs. We offer college parallel programs in only 12 of our 43 institutions, and offer occupational programs in all 43. Our enrollment percentages would undoubtly change drastically if college parallel programs were made available in all 43 institutions.

I am not saying that we should not enroll more students in college parallel programs. I am convinced, however, in the light of our manpower needs, that we must somehow change the attitudes of our people about technical and vocational occupations.

I would like for the members of the panel to discuss the point I have made. Do you agree or disagree? Have you any remedies to propose? Are there other things not directly related to student recruitment that we should be doing to enable our institutions to carry out effectively their role in offering occupational education opportunities?

6/7

# THE TECHNICAL INSTITUTE AND ACCREDITATION

H. EDWIN BEAM
*President*
CALDWELL TECHNICAL INSTITUTE

My comments will be limited to our experiences related to being evaluated for candidacy for membership in the Southern Association of Colleges and Schools.

As perhaps is the case in all the institutions represented here, our Board of Trustees has been interested from the beginning in quality educational programs at Caldwell Technical Institute. Our Board discussed the advantages and disadvantages of accreditation in some of the very first meetings that this group held. The Board concluded that accreditation was very desirable and would be tangible evidence that our quality is more than a self-declared type of quality.

During the conference last year arrangements were made with Dr. Kelly to visit Caldwell Technical Institute to discuss our individual situation and to get him to look over the facilities we now occupy. He visited with us in the fall and talked with our Board Chairman, a few of our faculty members and other persons available. He saw our temporary facilities and examined plans for our new facilities. At that time he stated it would perhaps be 1970 before we would be eligible for membership in the Southern Association of Colleges and Schools. We understood this but our purposes for inviting Dr. Kelly at that time were centered around our desire to plan from the beginning to meet the sound educational practices outlined in the Southern Association standards that seemed to fit our type of institution. We were content for the time being to be a Correspondent with the Southern Association.

In January of this year, we received a letter from Dr. Kelly indicating that some changes had been made in procedures and that we were eligible to be examined for candidacy for membership in the Southern Association of Colleges and Schools. I would like to read a portion of his letter to emphasize the rewards and obligations connected with candidacy for accreditation.

"Under the modification of the Candidate for Membership Program adopted by the College Delegate Assembly at the 1966 annual meeting of the Southern Association, your college is eligible for consideration as a Candidate for Membership in the Association. Acceptance as a Candidate for Membership attests that the Commission on Colleges considers an institution to be offering its students, on at least a minimally satisfactory level, the educational opportunities implied by its objectives. In the Commission's view the institution's organization, structure, and staffing are acceptable for its stage of development, its sponsors are committed to supplying its needs and are able to do so, its governing board is functioning properly, and its academic and financial plans are

well designed. Candidacy is not accreditation. It indicates that an institution is progressing steadily and properly toward accreditation.

"If an institution is awarded the designation Candidate for Membership, it is eligible to apply for membership so that accreditation may be awarded at the annual meeting following the graduation of one regular class. If you wish to be considered for candidacy at this time, we can arrange for a small committee to visit your campus. It will be the responsibility of this committee to report to the Executive Council of the Commission on Colleges regarding the institution's development and progress toward accreditation. On the basis of this committee's recommendation, the Executive Council will make a decision on your application to be made a Candidate for Membership."

The decision was made to invite a small committee to our Institute. In preparing for the visit we received helpful suggestions from institutions in Tennessee, Florida, North Carolina, and our own Department of Community Colleges. We completed status report forms in February and returned these to the Southern Association. Due to the time element and to the age of our Institute, our report was very brief. This report provided the Southern Association with information on characteristics of our institution, our enrollment, educational programs in the institution, purposes of the institution, organization and administrative procedures, financial resources available, our faculty, our library, our student personnel services, our physical plant, and special activities in the institution. It should be emphasized that this status report is not a self-study such as Mr. Boudreau will talk with you about.

In preparation for the visit it had been suggested that we have a number of materials, documents, etc. available for the committee upon their arrival to our campus. Some of these were: board and administrative minutes and policy manuals; organizational charts and related documents; admission and permanent scholastic records; student personnel records; enrollment statistics; grade reports; financial aid records and statistics; student government charter or constitution; faculty dossiers; curriculum committee minutes; course syllabuses; budgets and audits; financial reports; master plan for physical plant; library records; library committee minutes; reports of institutional research and other similar useful information.

The committee visited Caldwell Technical Institute in April. They arrived on Sunday evening and stayed until after lunch Tuesday. An informal dinner was planned with the committee and certain key people for Sunday evening. From then on it was all work. They examined every phase of the institution to the extent that three people could do so in two days' time.

We received a copy of the candidacy report approximately ten days ago. I understand that we will not learn the outcome of our candidacy status until after the Delegate Assembly meeting in Dallas, Texas in late November. The committee was concerned with institutional programs related to all of the Southern Association standards; however, it seemed to me that they were particularly interested in the following:

(a) Objectives of the Institute and the extent to which we were attempting to reach these objectives.

(b) Financial support of the institution.

(c) Organizational structure in the institution.

(d) Attitudes and relationships within the institution such as faculty, students and administrative relationships.

(e) All aspects of the library.

(f) Evidence that we were doing what we claimed in any of our official publications and public announcements.

(g) Involvement of people in the institution affairs.

I was generally pleased with the committee report. There are certain minor inaccuracies in the report but this is certainly to be expected. We asked for their visit. We were seeking help from them and in my judgment we received it. At least they made numerous suggestions and recommendations. We are moving in the direction suggested in most of the committee recommendations. Time is an important factor in implementing some of them. Some recommendations have already been implemented. Others will be delayed either intentionally or due to time and resources available.

I do have some concerns about our own evaluation. These include:

(a) The committee did not appear to distinguish between our type of institution and institutions offering mostly transfer programs. I have gained the impressions from some of you representing community colleges that your committees devoted most of their attention to the transfer program. Perhaps this is a mistaken impression.

(b) The committee evidently believed that we could offer transfer programs if our Board was interested in doing so. At least one of the recommendations seemed to indicate this.

(c) The committee appeared to care less about our extension and adult educational programs so far as the report was concerned; however, they were personally interested in what we were doing in these areas.

(d) The committee recommendations on the library are of some concern to me. In this connection I would like to pose a question for your consideration as we develop our own accreditation standards. Should the library be as large, should it contain as many volumes, should it be used as frequently, etc. in a technical institute as in the more comprehensive community college? If we answer, yes, to this question, we must rethink what is being done in North Carolina.

(e) We need to more clearly define what we are referring to as college level programs. I gained one impression from the

Southern Association and have heard quite different interpretations during this conference.

(f) I continually got the impression that the committee was comparing our institution with well-established institutions and that we should have had many things organized and in operation that we were only in the planning stages of accomplishing. Certainly this is correct in some instances; however, in a few cases, we purposely delayed plans until more personnel were available to participate in the planning.

I was personally pleased with our evaluation team and as indicated in the beginning, we asked for their assistance. It is my conviction that the group visiting us did a fine job with the time allotted for the task.

# ACCREDITATION OF OCCUPATIONAL EDUCATIONAL PROGRAMS

HOWARD E. BOUDREAU
*President*
FAYETTEVILLE TECHNICAL INSTITUTE

Accreditation has always carried with it the distinguished characteristics and the mark of status. The people involved in technical and vocational education throughout this nation have always regarded their skills and technical knowledge as appropriate for evaluation and accreditation. Status is a major concern of trade, technical areas, and semi-professional support activities. Accreditation is a means of conveying to the general public the high level of respectability and status which a particular technical or vocational program fully deserves. Accreditation of occupational programs not only means a great deal to the institution, but also to the students graduating from an accredited institution.

We have had cases in our Institution whereby regional or national accreditation would have automaticaly meant $10 to $15 a week more to the graduating student. Industry is looking for programs and institutions which turn out graduates of a high caliber and are looking for this seal of approval from a nationally recognized accrediting agency.

We are not only concerned about our present programs and graduate students; but I think there comes a time in the occupational programs that we will have to stand up and be counted. A great deal of money is spent under the various federal educational programs for vocational and technical education; and by law, as stated in the Vocational Education Act of 1963, the quality and quantity of vocational education in all of its aspects is to be reported in detail to the Congress of the United States on January 1, 1968.

The faculty of an institution is affected greatly by going through an Institutional Self-Study and the process of accreditation. A great deal of work is required by the faculty and staff in completing an Institutional Self-Study; however, arising out of this Institutional Self-Study is a faculty and staff with a completely new and different outlook on the entire operations of an institution. Faculty members from various divisions and departments within the institution have an opportunity to look and explore in other areas they normally would not take the time to do. It is a means of stepping back to look at the job you have done and to re-route if necessary to meet the ever-changing needs of our particular program.

National and regional accreditation agencies will have to develop a new set of standards and regulations in order to evaluate the vocational and technical programs. The philosophy which occupational programs carry with it are greatly different from the normal general education

field. We are preparing students in a specialized occupational education field to fill the manpower needs of our society. To attain this position, curricula programs are designed to produce highly skilled technical and semi-professional personnel to meet the needs of the expanding advances in industry and business and to strengthen the general educational base of our society.

Regional and national accreditation is also a means of qualifying for various federal programs which stipulates that an institution must be accredited from a recognized accrediting agency. Library funds and grants are available under the Higher Education Facilities Act provided you have accreditation status. The Federal Government feels that in this way, they have reasonsable assurance that the money is being used and will be spent for a worthwhile program in an educationally sound institution.

In the field of technical and vocational education, we have many programs that require the individuals to be licensed before they can practice their particular skills. The Practical Nurse Training program, the Two-Year Associate Degree Nursing program, Dental Hygienist, Cosmetology, and many other programs require that the student pass an examination for his license. This, in a sense, is an accreditation procedure for it reflects the quality of the skilled mechanic's work as a result of a school oriented for vocational training or apprenticeship program.

The American Vocational Association has been working for the past two or three years on major considerations which deal with the limits of the vocational programs which should be considered for accreditation. Since vocational education is as broad as the preparation of individuals for the world of work, it includes not only short unit training programs, but also programs of instruction which may be as long as two or three years at the post-secondary level. Whether criteria should be considered or developed for all programs, or whether only selected programs should be considered is of much concern to the AVA.

In conclusion, from an administrative point of view, I believe the Institutional Self-Study leading up to accreditation has done several things for our Institution: It has developed a much closer relationship with our faculty and administration. It has developed a sense of pride not only in the faculty and administration, but also the student body. The Self-Study in itself has forced us to do some of the things that we should have done, but never seemed to find the time to do it. It has provided us an opportunity to take a look at our organizational chart and to see if we were giving authority along with responsibility. It has given the Board of Trustees a look at the institution; and as a result, a much better informed Board on the complete operations and organization of their educational plant.

# ACCREDITATION OF OCCUPATIONAL EDUCATION

DAVID T. KELLY
*Assistant Executive Director*
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

At the beginning of a discussion of the accreditation of programs of occupational education, a few general comments are pertinent:

Accreditation can be institutional, such as that carried out by the six regional associations. Institutional accreditation attests to the quality of a total operation, no part of which is so weak as to fall below minimum measurements of quality.

Accreditation can be restricted to specific programs, such as that carried out by the specialized or professional agencies. Program accreditation is concerned only with a particular segment of an institution's operation, with evaluation and recognition for that program only. (In some instances, specialized accrediting agencies will not enter into the accreditation of a program in an institution which does not have general or institutional accreditation.)

Accreditation is traditionally applied to education according to levels of advancement, i.e., elementary, secondary, collegiate. It is important to bear in mind that the distinction among these level constitutes an important factor in current accreditation practices. One of the original purposes of the establishment of the Southern Association of Colleges and Schools was to "develop preparatory schools and cut off this work from the colleges". The necessity for this delineation between secondary and college levels is still very much present today. The failure to define accurately the level of a particular program or school or of the graduates thereof is more than mere nuisance. The level of occupational education ought to be so defined that entrance requirements (including aptitudes as well as formal educational prerequisites), scope and nature of studies and activities, expected outcomes in skills and knowledge, and employment possibilities are communicated simply and clearly to all concerned.

As a representative of one of the regional associations, my remarks will be oriented to the manner and means of institutional accreditation, but, of course, much of what is said will have application to specialized accreditation as well.

The accreditation of occupational education is essentially like the accreditation of other kinds of education. Among accreditation's many purposes are the development of criteria of excellence, the measurement of institutions and programs against these criteria, and the publication, identification, and recognition of institutions that successfully attain or exceed the quality implied by these criteria. Inherent to these purposes are institutional improvement through efforts to achieve

quality and the protection of the students, the faculty, the institution, and the public by the identification of quality education.

Thus the major points of concern in a consideration of the accreditation of occupational education, just as for other kinds of education, are the criteria for evaluation and the procedures for applying the criteria to institutions.

The criteria established by the regional accrediting agencies today are in large measure statements of principle upon which can be based the sound operation of an educational enterprise, developed by member institutions through tradition and research. There is constant concern for keeping the criteria viable and current.

The procedures of accreditation are essentially the involvement of representatives of member institutions in an effort of mutual assistance, improvement of education, and the evaluation of performance.

Fundamental to evaluation is the definition of the role and scope —the purpose of an institution. Effective evaluation of an educational effort can best be made in the light of an institution's own reason for being. Here, the matter of level referred to earlier is important. An institutional purpose should make clear what level or levels of education are offered, if the students and their parents, the faculty, and the prospective employers of the graduates are not to be misled.

The accreditation of occupational education by the Commission on Colleges of the Southern Association of Colleges and School is based upon the evaluation of a collegiate level institution in the light of that institution's purpose. The criteria are designed to assess how well the purposes are understood, how able is the institution to achieve its goals, how well it performs its mission, and how realistically it reappraises (and modifies) its purpose in relation to the needs of its constituents.

For occupational programs, as for other forms of higher education, it is essential that there be an effective organization for the administration of the institution. The need for sound administrative practices and institutional stability is not unlike that for other kinds of colleges. Of course, at the heart of successful institutional governance must rest the administration's authority to carry out its responsibility.

The administration of programs of occupational education may call for a greater involvement of lay advisory groups than are customary for more traditional academic programs. When properly administered, advisory assistance can be exploited for optimum contribution to educational planning, recruitment of faculty and students, financial support, and public relations.

Financial resources must be adequate to carry out the purposes of the institution. Financial projection should be closely coordinated with educational planning especially for occupational programs that require expensive facilities and equipment. Master planning for physical plant must also be geared to educational and financial planning if the institution is to stay abreast of the demands it is created to meet.

The admission of students to occupational curricula and the planning of those curricula must reflect the institutional purpose. The faculty should be directly involved in the determination of curricula, assisted by information supplied by advisory groups, and, of course, publications of the institution should clearly indicate the nature and level of each curriculum and its admission requirements.

General education should constitute a significant segment of occupational curricula.

Student personnel services are evaluated in terms of the purpose of a college and the characteristics and needs of its students. Services on the campus of a technical institute may differ somewhat from those in other kinds of colleges, but they are hardly any less important. It is quite probable that the student personnel services needed for the occupational student, especially guidance and counseling, are greater than for the traditional transfer-bound students. Student activity appropriate to the occupational programs of an institution can surely enhance the curricular efforts.

Technical (or occupational) libraries should serve a significant purpose in supporting programs of occupational education. Here the criterion is concerned with the effectiveness of the collection, how comprehensive and current are the holdings for every curriculum offered. Among the occupational fields there will undoubtedly be variations in library need, but all must be appropriately provided for in the library. And, of course, the evaluation of a library must necessarily refer to the way the library is used, i.e., the scope and usefulness of its service to the faculty, the students, and, in many cases, the community.

Institutional policies for the recruitment and selection of faculty, for faculty organization, provisions for professional growth, tenure and academic freedom, teaching loads, criteria and procedures for evaluation, and promotion for the occupational faculty need not differ substantially from those for other faculty members. Certainly, adequate salary provisions should be made for all. In applying criteria on the academic preparation of occupational faculty members, there will be many instances in which professional competence will be presented in lieu of advanced study. It is imperative that an institution maintain a thoroughly documented and up-to-date file of information for each faculty member, including, of course, verification of employment or other evidence of competence used by the institution as a basis for assignment to teach.

In the Southern Association the accreditation procedure is as follows:

> From the time an institution has a president and a campus site, it is eligible to establish with the College on Commissions the relationship of "correspondent". Through this relationship, the Commission works with such an institution when it declares its intention to seek accreditation at the earliest reasonable

time. Through staff visits and publications, the Commission provides assistance to these applying institutions.

During the first year of operation, or no later than the graduation of its second regular class, an institution may seek to become a Recognized Candidate for Accreditation. Acceptance as a Recognized Candidate for Accreditation attests that the Commission on Colleges considers an institution to be offering its students, on at least a minimally satisfactory level, the educational opportunities implied by its objectives. In the Commission's view the institution's organization, structure, and staffing are acceptable for its stage of development, its sponsors are committed to supplying its needs and are able to do so, its governing board is functioning properly, and its academic and financial plans are well designed. Candidacy is not accreditation. It indicates that an institution is progressing steadily and properly toward accreditation.

A Recognized Candidate may seek accreditation in the year in which its first regular class is graduated. A successful quest for accreditation at that time will result in membership in the Southern Association at the annual meeting following the graduation of that first class. Accreditation will thus be applicable to the first regular graduates of that institution. A non-candidate institution may be admitted after the graduation of its second regular class.

Within four years of admission to membership in the Association, an institution must complete satisfactorily the Institutional Self-Study Program. Reaffirmation of its accreditation thereafter is attained by engaging in the Institutional Self-Study Program every ten years.

The evaluation of institutions seeking candidacy, membership, or reaffirmation of accreditation is carried out by committees consisting of representatives of member institutions. The committees to visit campuses for these purposes are designed in such a way as to give maximum assistance to the applying institution by personnel experienced in similar situations, while, at the same time, assessing compliance with the Standards of the College Delegate Assembly. The written reports of visiting committees are sent to the college that has been evaluated, and action on the committees' reports is taken by the Commission on Colleges. Accreditation is granted by the vote of the College Delegate Assembly.

# THE INTRICATE SOCIETY, OCCUPATIONAL EDUCATION, AND THE CRISIS IN PERSONNEL

GORDON B. PYLE
*Assistant Director For Academic Programs*
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

North Carolina is a state in transition. While twelfth in population, it is still considered one of the most rural states in the nation; but new inventions and innovations in tobacco farming and in the cotton fields are reducing farm employment needs and swelling the migration to its cities. It is not a state of huge metropolitan areas but of many middle-sized communities which are slowly growing towards each other. Predictions are that it will become a part of the megalopolis by the year 2000. Coming late, it stands in a good position to plan well for the use of its resources and the protection of its beauty. No longer is North Carolina known as the "Vale of Humility" or the "Old Rip Van Winkle State." Today, it is the "Variety Vacationland" and the "Dixie Dynamo."

The state's political leadership is intensely interested in the diversification of the economy and in all of the services necessary to assist in this process. The next twenty-five years will probably see North Carolina reaching its urban, industrial and educational maturity in much the same fashion as the laws of succession in natural plant life lead to the development of a climax forest—that is to say, today's larger industries and institutions of higher education are providing the shade, climate and conditions necessary to promote the seeding, germination and growth of new industries and new approaches to education. As second generation growth changes the complexion of a forest so the new industries, community colleges and technical institutes will change the life and living standards of North Carolinians. It is doubtful if any other state of similar means has made such a massive effort to provide vocational, technical and academic education on a planned basis and with full realization that the essential needs of modern industry are tied to education and transportation.

This rapid and audacious transformation of the society is, in fact, an acceleration of trends that have been going on throughout the nation since the industrial revolution. As basic industries and the related service industries are developed throughout the state, communication and transportation systems are developed and improved. People, both individually and in groups, become increasingly inter-dependent. Gradually, what might be called an intricate society is created. An intricate society provides us with more wealth, more opportunities, better living standards and more leisure time. It is also one in which a communication or transportation failure can lead to inefficiency or even to a crisis in the economy—in which power failures can cause regional blackouts or in which inappropriate controls over drug and food processing may bring sickness or death.

An intricate society means that the whole job structure is altered and most of the employment opportunities lie at a level beyond the educational attainments of most of our people at the present time. The nuts, bolts, baling-wire society is passing. Today everything must be machine tooled and spot welded. As Grant Venn, associate commissions of adult, vocational and library program for Health, Education and Welfare has pointed out, there is "no room at the bottom." The traditional entry jobs requiring little education have diminished each year as the family farm has given way to scientific agriculture, and business and industrial procedures have become automated. Under these conditions, occupational education beyond the high school becomes the key implement or tool necessary for new job seekers. There are fewer chances today for the share-croppers and newly graduated high school students who arrive in the city willing to do "anything"; they must be able to do "something"—specific. As teachers, guidance counselors and job placement personnel, we have a job to do in this area, or serious social, economic and political problems will develop. People must be given the opportunity to do something besides read and riot.

What are the problems of an intricate society? First, a broad, cultural bias exists which places traditional collegiate programs and professional preparation in a preferred status. This classical view rooted in our agrarian frontier background is an anachronism today. A fact pointed out most clearly and unexpectedly by the Harvard committee on general education:

> There is need for a more complete democracy . . . not only between student and student, but between subject and subject, and teacher and teacher . . . The wish to get ahead, parents' desires that their children shall have what they lacked, the vague optimistic belief of many young people that they may go to college and hence might need the preparatory subjects, teachers' better preparation in these subjects, and their naturally greater interests in brighter pupils: all this and simple snobbishness tend to give luster to the academic course and higher status to its teachers. For the same reason, the academic course tends to be crowded with students who do not belong in it, and hence is often diluted. But this is not our main point here; rather it is a strange state of affairs in an industrial democracy when those very subjects are held in disrepute which are at the heart of the national economy and those students by implication condemned who will become its operators.[1]

A second problem of the intricate society is the rapidity of change. Technological unemployment, growing out of new inventions and new systems development, is occurring at such a rate that estimates indicate that people may need to be retrained anywhere from two to four times during their working lives. Retraining through continuing education, then, is one of the problems we must face in the future. The problems

[1]Committee on the Objectives of a General Education in a Free Society, *General Education in a Free Society* (Cambridge: Harvard University Press, 1945), p. 27.

of technological unemployment and the occupational retraining that grows out of it leads us, also, to the continuing philosophic problem of education for the whole man. No person involved in retraining, as a citizen in a democracy, should be made to go all the way to the starting point because he forgot to say, "may I." Some general education and the basic principles to "clusters of occupations" are needed for all citizens operating in mid-level manpower positions. The general educationists have, in the past, demanded too much here. In a reaction to this, vocational educators have sometimes neglected general education. The Smith-Hughes Act, while doing a tremendous job in the area of vocational preparation, in some ways hindered us from focusing on this problem. Vocational educators and professional educators have, in the past, been able to live in some sort of happy isolation, but the wall of separation is now crumbling due to the inter-relations of our society and the occupation inter-relationships between professionals and technicians. The community college movement and the 1963 Vocational Act have also accelerated the need for communication on this issue. Whatever the outcome may be, it is to be hoped that the general educationists will realize that demands of modern industry necessitate a long and intensive preparation in skills as far as mid-level manpower is concerned. General education is necessary for the education of the whole man and in his role as a citizen, but the time demands of technical education need primary attention. This problem will need increased attention in the future.

A third problem that confronts us is a shortage of teachers to prepare people for the jobs that are now developing. The demand for competent people in industry is such that the recruitment of adequate teachers for the occupational areas becomes almost impossible. It has been pointed out that the nation is in danger of devouring the seed corn upon which the fulfillment of manpower needs and the fruition of the intricate society depend.

A fourth problem we must face lies in the area of guidance. If the fruitfulness and the living standards we hope for are to be achieved, far greater attention needs to be paid to the matching of people and jobs than has been paid in the past. It has been pointed out:

> There are certain abilities and aptitudes required for success in technical occupations. Since an individual's decisions about education are also decisions that determine future employment, systematic selection and guidance must be available within educational institutions to match the requirements of the occupations and the potential of people to fill them.[2]

Finally, we must not only place people in the right programs, but assist them in finding the right jobs afterwards. This is not just as a service to the student, for it is also an aid to the institution. If the institution will maintain a continuing contact with its former students, it can find out what areas of their programs may need strengthening. In

[2]Venn, Grant, *Man, Education and Work* (Washington, D. C.: American Council on Education, 1964), p. 136.

addition to discussing this matter with students, placement officers should also discuss it with employers; getting their views about what changes in programs may be necessary. By this continuing contact through job placement, the institution can also get ideas for new training programs that may be needed and will be in close touch with former students who may need to come back for retraining before technological unemployment occurs. This type of communication and follow-up is essential if community institutions really take the concept of community orientation to heart.

*Where Do We Turn?*

A. Where can we get adequate and prepared teachers?

This is a problem for which there are no perfect answers. Let me raise some questions and ideas for discussion, however. In the trade areas, we undoubtedly have a number of people who are serving as teachers with little or no preparation as such—some perhaps have only a high school diploma or less. Why could we not take some of our one-year trade graduates who show ability and an interest in teaching and put them through a program within the two-year institutions that will prepare them to teach in the vocational area? Such a program might include a considerable amount of general education, a course on teaching methods, and perhaps some on-the-job experience related to the area in which he plans to teach. Upon completion, he might receive an associate degree of some sort. The program might involve an additional year and a half or two years of work, but it would allow select candidates with the interest to achieve a degree of competence that we do not now always have in the vocational areas.

Then, I would ask, could we not also do this with some of our two-year technical graduates? Again, with selected students who show ability and interest as far as teaching is concerned.

A third source might be some of those students who, for various reasons, have become academic terminals. Why couldn't these students take additional work in the technical or vocational fields and, in time, come to make outstanding teachers in these courses? It is widely known that anywhere from 50 to 75 per cent of the original college parallel students do become academic terminals. Again, with proper selection procedures, it seems to me we have in this group a potential reservoir for teachers in the occupational programs. This, of course, assumes additional time in technical and vocational courses and work experience; but it will give many students a motivation to move into teaching that could not otherwise be fulfilled for them.

A fourth source, or rather procedure, that should be used in all cases, is that of advanced placement in every type of institution. It is widely known that "education goes on whether school keeps or not." Many mature people now caught in technological unemployment have wide knowledge and experience gained from life. Can we not test them and place them in programs specifically designed to prepare them as teachers in the occupational areas? If, through testing, we determine

that they can jump one year, two years, or three years of education, why can we not start them where they need to start and fill in where deficiencies may exist? Mature people will not want to put up with unnecessary hurdles; i.e., program requirements, general education requirements, graduation requirements, residence requirements, etc., if through living they have already achieved competence in these areas. To enforce such hurdles in rigid fashion means they will abandon education, both as a career and as a means to new jobs. They will then become unemployed, underemployed, and perhaps a sociological, economic or political problem for the society. This is a waste of human talents and a social danger that the society and its public institutions can't afford in an industrial democracy. It is true, new procedures and attitudes may need to be developed, new programs devised, new degrees granted, if the approach of advanced placement is to be developed. It is also true that certain remedial courses and programmed learning may be needed to fill in where the student's classroom performance reveals that our original evaluation of him missed the boat a point or two, but creative approaches to this matter are necessary. Dr. Dallas Herring, Chairman of the State Board of Education, has pointed out, "if we must stoop to conquer ignorance, let us do so. It is better than to leave ignorance unconquered." I make this point specifically to those institutions whose concern for professionalism and standards makes them feel that meeting this type of human need may not be a proper collegiate level function.

B. Where can we get adequate and prepared counselors?

In a comprehensive institution, occupational guidance should be of primary concern. Guidance counselors need to become more aware of this fact. In dealing with the problem, once aware, they need certain kinds of experiences and information which can assist them in occupational counseling. They need to know:

1. What are the personnel requirements of industries? Why are specific job descriptions written, which include the attitudes of the personnel to be employed? Perhaps actual experience in the personnel department of some industries may help the guidance counselors to have a better "feel" for this problem.

2. What is it like socially and economically to be employed at a given level in a given industry or business concern? With this information the guidance counselors can, not only talk about job requirements, but the kind of life the person going into the job may expect to live.

3. What are the educational program requirements of the institution in which he serves as a counselor, and how do these program requirements relate to the student's educational goals?

4. Guidance counselors should, on occasion (not every semester or quarter), teach some course in which they are competent. This is so the counselor will become sensitive to what a class-

room problem is. I am sure there are many who would agree that experiences of this nature would be desirable for counselors in comprehensive institutions, but perhaps as with the occupational student himself, there are problems of time in terms of the counselor's own education. At any rate, experiences of this nature to the extent possible should be brought into the counselor's preparation.

Without altering the emphasis suggested here, it is probably also desirable to involve a wider use of faculty members in counseling and advisement. Norman C. Harris has said we should:

1. Recognize that educational advisement (the principal need of the transfer student) and vocational guidance (the immediate need of the employment-bound student) are quite different aspects of guidance.

2. Make a clear-cut distinction between counseling and personal and individual problems (which is the proper concern of guidance workers with a strong psychology background), and vocational guidance (which is the proper concern of persons who are qualified by both work experience and guidance training to advise students about careers).

3. Employment-bound students generally realize greater value from the college guidance service when there is . . . faculty participation in counseling, rather than when all the counseling is done by a few full-time professional guidance workers. When technician students can be advised by a counselor who has had actual engineering or industrial experience; nursing students by a nursing educator; business students by a counselor with recent business management or business office experience—then *mutual decisions* about career and curriculum choices can be made with much greater satisfaction to the student than is possible in counseling situations where neither the student nor the counselor really knows very much about the world of work.[3]

If the counseling and advisement program is set up on this basis, the participating faculty members should be selected with care. Basically, they should be chosen on (1) their knowledge of total program requirements rather than specific subject area requirements, and (2) their ability to establish rapport with students.

I have reviewed some of the problems we must face if our society is to "hum" rather than "clank" along, with individual talent wasted in unemployment, underemployment and frustration. Failure on our part to meet these educational challenges will mean lower standards of living, widespread job dislocation, and social unrest. If we meet the challenges, the dream of America as a land of opportunity, even as it becomes an intricate society, can be fulfilled.

[3]Harris, Norman C., *Technical Education in the Junior College/New Programs for New Jobs* (Washington, D. C.: American Association of Junior Colleges, 1964), pp. 87, 88.

# FRINGE BENEFITS AND REMUNERATION IN TWO-YEAR COLLEGES

CHARLES A. BUCHLER
*Assistant Educational Director of Academic Programs*
NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

Due to a lack of national statistics concerning this topic, I have planned a very informal talk based on some data compiled by Dr. Howard Boozer, Director of Higher Education, for the North Carolina State Board of Higher Education. The statistics are a part of a publication entitled *Faculty Compensation—A Study of Salaries and Fringe Benefits in North Carolina Colleges and Universities.* Questionnaires were mailed to nineteen private and public two-year colleges with fourteen of the institutions responding. Since this publication was released in January, 1966, I am sure that much of this information is now outdated. In order to update the material, it will be necessary for me to solicit comments regarding new fringe benefits that may have initiated in your institution during the past year. To facilitate matters I have broken down my topic into three major categories which are as follows:

1. Fringe benefits in private and public two-year institutions based on the publication previously mentioned.
2. Fringe benefits in the North Carolina Community College System.
3. Fringe benefits at two-year institutions in other states.

## RETIREMENT PROGRAMS

Let us turn first to the matter of retirement programs for faculty and staff in the private and public colleges. Retirement programs currently in operation include Social Security, N. C. Teachers' and State Employees' Retirement System, and Teachers' Insurance and Annuity Association. All of the private and public schools in North Carolina subscribe to one or more of these retirement programs. Later on in my talk I plan to include some recent changes in the N. C. Retirement System based upon new legislation by the General Assembly.

## INSURANCE PROGRAMS

All of the faculty and staff members in the Community College System are covered by Workmen's Compensation. A majority of the private junior colleges have also provided coverage for their employees. Health insurance, life insurance, accident insurance, and major medical insurance coverage are currently being provided by many of the two-year schools. Premium payments by the local institutions range from 0 percent to 100 percent.

## LEAVES

Leaves with pay for professional improvement range from summer

leaves with grants or salary benefits ranging from $50 to $1,000 to sabbatical leaves, with full pay for one-half year or half pay for a full year.

## REIMBURSEMENT OF FACULTY FOR TRAVEL EXPENSES

The institutions in the Community College System are allocated $100 annually in state funds per full-time curriculum faculty member. The private junior colleges are currently providing travel reimbursement at the rate of 50 percent to 100 percent for expenses incurred. It may also be well to mention that a limitation is generally imposed as to the number of trips that a faculty member may take during an academic year.

## TUITION REMISSION

Several of the private junior colleges provide a 50-100 percent tuition remission for children and spouses of faculty members. A remission of up to 100 percent is provided for faculty members in some private junior colleges.

## CAMPUS PRIVILEGES GRANTED TO FACULTY MEMBERS

Most of the private and public institutions provide one or more of the following campus privileges:

1. Free admission to all campus events.
2. Reduced charges for all campus events.
3. Free use of certain college facilities.

## PERSONAL LOANS TO FACULTY MEMBERS

The following loan services are available to faculty members at some of the private junior colleges:

Salary advances

Small loans

Emergency loans

The second major category concerns State sponsored fringe benefits for faculty and staff in all institutions within the Community College System. The benefits that I shall discuss include the recent changes in the retirement pensions, the tuition exemption for faculty and staff, and revision of the Workmen's Compensation benefits.

## REVISIONS IN THE RETIREMENT BENEFITS

As of July 1, 1967, the retirement pensions are to be computed at 1¼ percent of the average final compensation up to $5600 and 1½ percent of the amount earned above $5600. After retirement at or after the age of 65, the annual pension received will be based on the sum of the two figures listed above multiplied by the years of creditable service.

A death benefit for the beneficiary of a faculty member has been added by an act of the North Carolina General Assembly. A faculty

or staff member may qualify for this benefit upon completion of a full calendar year of creditable service. If, after this period of time, an individual dies, the beneficiary will be paid a death benefit equal to the salary earned during the calendar year preceding the year in which his death occurred; however, this amount may not exceed the sum of $15,000.

A revision has also been made in the vested interest requirements. Prior to July 1, 1967, a faculty member was required to have fifteen years of creditable service to be eligible to leave the State service and retain membership in the Retirement Systm. The number of years under the new provisions has been reduced to twelve.

In order to finance the additional benefits, members are now required to contribute 5 per cent to their annual salary up to $5600 and 6 per cent of their salary in excess of $5600. These figures compare with previous contributions of 4 per cent of the first $5600 earned, and the 6 per cent above $5600 remains unchanged.

## TUITION EXEMPTION FOR STAFF MEMBERS

A recent policy of the State Board of Education permits institutional staff members to enroll in one course per quarter in the same institution or another institution within the Community College System without tuition charge.

## REVISION IN THE WORKMEN'S COMPENSATION BENEFITS

A bill passed by the 1967 General Assembly will mean increased benefits for instructors. The weekly benefits have been increased from $37.50 to $42.00 per week, and the total benefits have been increased from $12,000 to $14,700. Funeral expenses have been raised from $400 to $500.

Time will not permit me to cover all types of fringe benefits for similar institutions in other states, so my remarks will be limited to three states—Arizona, California, and Florida.

## ARIZONA

A unique benefit in this state is that of on-campus rental housing for faculty and staff members. State funds may be used for the construction of the rental housing units.

## CALIFORNIA

Most of the two-year institutions in California provide the following benefits:

Life insurance

Hospital insurance

Faculty housing reimbursement facilities

Provision for sabbatical leave after 5-7 years of continuous service at about 2/3 salary reimbursement

FLORIDA

All instructional personnel and administrative staff members are entitled to ten days of sick leave per year, cumulative up to eighty days.

Miami-Dade Jr. College provides the following additional benefits:

Faculty members are paid $5 per hour for substitute teaching. Pay at this rate is based on clock hours of teaching.

After each seven consecutive years of service an instructor or administrator may apply for a year of sabbatical leave for the purpose of travel and/or professional advancement. A person granted sabbatical leave will receive one-half the contractual gross monthly salary which would normally be paid, provided the amount for each month does not exceed $400.

In summation let me say that what I have described should serve as a challenge for a broader program of fringe benefits. As you have no doubt noted, the private junior colleges in North Carolina are far out in front of the public institutions in the area of fringe benefits. If would be well for all of you to work toward a planned expansion of fringe benefits in the following areas:

Paid insurance programs
Sabbatical leaves
Faculty housing facilities
Paid sick leave

# FRINGE BENEFITS AND REMUNERATION IN COLLEGES AND UNIVERSITIES

MARY R. EMBRY
*Assistant Professor of Mathematics*
THE UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

In the 1966-67 report of the American Association of University Professors on the economic status of the profession we find that 254 institutions have an average compensation (salary plus fringe benefits) of $11,000 or better. Of these institutions 129 have an average compensation of $12,000 or better. On the other hand there were approximately 125 institutions at which the average compensation for full-time faculty members was less than $8500. At one institution the average compensation reported was $4,879; a second institution reported the average compensation to be $18,700. The average salary at these two institutions was $4,175 and $15,700, respectively.

In the last two years the percentage increase in salaries in different types of institutions has been from 11 per cent in private independent universities to 18 per cent in private independent teachers colleges. The percentage increase in average compensation has been even greater.

In this same report we find that out of 862 institutions with professorial rank (a total of 181,467 full-time faculty members) fringe benefits comprise 8 per cent of the average compensation. In North Carolina this percentage ranges from less to 3 per cent in some institutions to better than 14 per cent in one institution.

The fringe benefits available to faculty members are diverse and not all can be computed in dollars and cents. Moreover, some colleges count as fringe benefits services which faculty members of other institutions take for granted. To describe these benefits briefly we are forced to divide them into three categories:

1) Those which affect the professional activities of a faculty member;

2) Those which affect the faculty member and his family;

3) Those which affect retired faculty members.

Obviously, these three categories are not disjointed.

Three of the most important services which can be provided for a faculty member by an educational institution are 1) sabbatical or research leaves with pay, 2) travel expenses to professional meetings and other professional activities, and 3) secretarial help for professional activities. In a survey reported in 1965 in "The Outer Fringe" by Mark H. Ingraham we find the following data!

1) Out of 745 institutions replying 57 per cent reported the

granting of sabbatical leaves with pay. Two-thirds of these institutions were privately owned.

2) Almost all institutions do pay part or all of the travel expenses of a faculty member attending a professional meeting.

3) Approximately 40 per cent provide secretarial help for research articles, 23 per cent for scholarly books, 22 per cent for textbooks, and 78 per cent for instructional materials.

The list of fringe benefits which may be provided for the faculty member and his family is longer. The best known of these are the retirement or annuity plans and insurance plans (medical, hospital, major medical, short term disability, long term disability, and life). In addition to these there are:

1. Provision of rental property for faculty housing (60 per cent of the institutions have such a plan in effect)
2. The granting of low interest loans for mortgages (approximately 15 per cent of the institutions provide first mortgage loans)
3. Discount privileges by means of a cooperative association
4. Moving expenses for new faculty members (approximately 45 per cent of the institutions pay part or all of such expenses)
5. Faculty club
6. Athletic facilities
7. Health service for the faculty member and his family
8. Tuition aid for children (approximately 70 per cent of the institutions provide a waiver for part or all of the tuition—13 per cent of the public and 93 per cent of the private institutions; approximately 20 per cent of the institutions have a tuition exchange plan with other institutions—however this number is dropping; approximately 15 per cent of the institutions provide cash grants toward the tuition of faculty children—.5 per cent public and 20 per cent private).

The most significant fringe benefits are those which insure financial security after retirement, salary continuation in case of disability or sickness, and security for dependents in case of death. One of the most important facets of a retirement plan is that of vesting. Of course, all Social Security contributions by an institution are immediately vested in the employee. In "Retirement and Insurance Plans in American Colleges" by Greenough and King we find that better than 80 per cent of the privately supported institutions participate in retirement plans in which the employer contributions are vested in the faculty member. However, among the publicly supported institutions only about 25 per

cent participate in fully vested plans. Most of the other publicly supported institutions participate in a state teacher and public employee retirement system in which there is no vesting prior to retirement. This year the North Carolina Legislature lowered the vesting period from 15 to 12 years.

One of the greatest advantages of a fully vested retirement system is that of mobility for the faculty members. This is an advantage both to the individual and to the institution. Lack of vesting may encourage the individual, who is not developing at a given institution, to stay at that institution. On the other hand, the individual who is showing great promise and is in demand elsewhere, may feel that he had better get out while the getting is good.

We should note that many of the benefits listed above carry with them an added advantage to the faculty member in that they are tax-sheltered. For example, when the college or university pays for part of a faculty member's retirement annuity, the faculty member does not pay either state or federal income tax on this amount (though he may have to pay tax on part of it after his retirement) ; if the institution pays part or all of the premium of an insurance policy, the faculty member pays no tax on this amount. Even when the faculty member pays part or all of an insurance premium the institution can see to it that he benefits from group rates.

Every year the importance of fringe benefits to the educational institutions in recruiting and retaining faculty members is becoming more important. The faculty members are tending more and more to consider these benefits as an integral part of their compensation for services rendered. There was a time when employer contributions to a retirement annuity was considered charity; this is certainly no longer true. The college or university with a well developed plan of fringe benefits has a marked advantage over other institutions both in recruitment and retention of faculty members.

# TWO-YEAR COLLEGES: A LAYMAN'S VIEW

PERRY MORGAN
*Editor*
CHARLOTTE NEWS

I'm honored to be with you today, though I have nothing but notions to talk about. Three days ago I was concentrating totally on the task of yanking a sea bass out of the Gulf Stream, and if I had even a passing thought about dear old Central Piedmont I can't recall it. Since Monday I've been thinking about riots and Presidents, poverty programs and politics, and about that bass who decided—wisely I think—that his was a better world than mine, and found enough force to stay where he was.

Only one of my notions has guaranteed merit. This one is that few speeches should last more than 15 minutes, and this is not going to be one of those few. I'm not trying to be coy—I mean I actually do not understand the exquisite details of your budgets, nor am I privy to those meetings in Raleigh where I understand you sometimes go in wondering what the answer is and come out wondering what the question is. Nor do I read your journals which are teaming with ideas and propositions. I'm a little leery of all experts and grand designs and all things written, and most especially of what I write. Having been to school to some of the learned sociologists who sitteth at the right hand of the President, I have lost all interest in sociology.

That should be enough to establish me in the only role in which I can stand before you—that of a layman whose principal interest is not in the idea of ideas but in the idea of ideas that work.

Your institutions are a' building in an area where North Carolina has desperate need for workable ideas. You can take a man—or a boy—with nothing to look backward to with pride and nothing to look forward to with hope, and with a tiny investment of money and time return to him, his community and state a profit of simply enormous magnitude. You can put something in his pocket—and in his heart and backbone. You can give guts and fiber to the over-worn word "education" in a way that no other institution can. You can change that context in which so many people ask—if we're doing such a great job of education—why aren't we everywhere doing a better job of work. You can break down the pernicious notion that people who don't want it, can't qualify for it and can't learn it ought to have a four-year college education anyway.. And in so doing you can re-charge and re-vitalize one of the mainstream traditions of our country—that there can be—should be—honor, pride and respect in craftsmanship.

You can give a very real and very new dimension to the tiresome slogan of America that "Education Is The Answer." We have taken that slogan like a pill for every social and economic upset in America since the mind of man runneth not to the contrary. But I venture that the people don't believe it because the people have no proof. Did not Franklin Roosevelt talk of a third of a nation ill-fed, ill-housed and ill-clothed? And have we changed that fraction drastically?

That suggestion is very simplistic, of course, and it's true that America has become a storehouse of fantastic skills, frenzied pace, and awesome abilities. Some American is going to the moon without doubt. And man, have we got chrome? But I'll trade my triple-plated extras any day for a bathroom sink that will hold water, and for the confidence with which I once drove my automobile away from the repairman. Nowadays I'm always tempted to ask the man to drive home with me—just in case the installation of a water pump did *not* clean out the carburetor.

But the point is that there are millions of Americans who aren't going to the moon, and who have no sinks or autos to worry about. In this age of miracles they are worse off than the late Sam Rayburn who, as a boy, used to sit on a fence all day and wish to hell that something or somebody would come down the road—and nothing and nobody came.

Well, of course, "Education Is The Answer" if we are talking about the *reality* and not the *idea* of education. If we mean a hand and mind that can set a machine, or lay a brick or properly install a bathroom sink, and do it with at least a modicum of pride—as much as the pressures of time and profit leave us for prideful work. If we mean a hand and mind so trained by people who themselves believe in craftsmanship in its fullest context. If we mean a hand and mind trained in institutions that somehow convey a sense of mission and excitement and who can strike the spark in a boy or man who, perhaps without knowing it, has been waiting always for that spark.

Yes, I understand that our community colleges also offer college parallel work, and if that is your job, so be it. But I hope it is not your mission for you cannot excel at it in any case and if you try too hard, you may leave unassumed the distinctive and over-riding mission that your institutions can play in the development of North Carolina and of North Carolinians. We have desperate need for craftsmen of all kinds if North Carolina ever is to come into full realization of that often-promised but never-realized "New South."

We look back wealth. We are poor, with nothing valuable to dig out of the ground. Of all the mineral resources in this state, I'm told, by far the most valuable is just plain crushed rock.

Most of the wealth developed in this state is by the work of people engaged in manufacturing. It is only by the development of more industry and industry of a higher technical level that we can increase wealth production for North Carolina.

Our wealth is people coming from a great yeoman stock and from a tradition of doing rather than seeming, of working for what they receive, of being responsible. But as Oliver Rowe, a builder of this institution has pointed out, we are still in the position of offering job-and-wealth-producing industry just "thousands and thousands of willing hands." Not trained hands, not educated minds, as Oliver observed, but "willing hands", the same offer made by every backward and undeveloped country in the world.

Where are the skills coming from? If in quality and quantity that matters, they will come from you. But there are other questions:

Are they going to come from you? In your mind is this your job, and are you going to do it? Do North Carolinians understand that community colleges, having many roles to play, are intent upon playing one role with real distinction—the kind of distinction that attracts public sympathy and support and thereby loosens the public purse strings. Are our community colleges getting a "can-do" reputation—are they becoming known for putting something visible and tangible back into their communities? Are they producing any wealth? Do their teachers and president know the shop owners and factory managers and public school principals? Has the public been inside them and got the impression that these are places built with their sons and daughters in mind? Have they friends in their commuity—both plain and positioned people—who will defend them, advocate them, explain them and insist that they be used? Have the political leaders been around long enough to look hard at what you can do, and what you need to do better?

If you don't have "yes" answers for most of those questions, I'd worry. If you do not have trustees enthusiastic to make more and more come out of your end of the funnel of state funds, I'd scheme to get some new trustees.

Our community colleges are too young to have generated great prestige, or to be the automatic beneficiaries of anyone's largesse. They have a reputation to build as well as a job to do. As a layman I want them to grow in terms of buildings and staff and, grudgingly, in parking lots as well. But I hope they always will fight to forestall that terrible malaise of bureaucracy which is to try to reckon progress by statistics which either fool, befuddle or stultify the public. Ultimately your reputation will rise or fall with the quality of your product, and with the atmosphere you create within the community.

I hope that atmosphere is one of zeal and mission, within the institution, outside in the community and in the conference rooms and legislative halls in Raleigh.

You are charged with doing something left too long undone and are launched with what I'm sure is everyone's good wishes and high hopes. But the drafters of the design have turned to other matters, and left the job in your hand.

I surmise that you won't get much help without asking for it, won't get much money without demanding it, and won't be loved until you give your students something to look backward to with pride and something to look forward to with hope.

No one in North Carolina can do as much for all of our futures as you gentlemen. You were given a tremendous responsibility, and you ought not to let us forget it.

You ought to get so good at providing wealth-producing skills for a

skill-hungry state that all of us realize instinctively and well as intellectually the absolute imperative of your growth.

And I hope you will remember that if you want your story told, there is no one but yourself to tell it—by your attitude and by your product.

On this score perhaps I am competent to make some suggestions:

People come to newspapers and say, "Now, you understand, this is a big thing for my organization, and I want a big spread." And I try to smile through my tears because all of the time I am wondering what it is that we are going to spread. And I am wondering who it is that the big spread is supposed ti impress. Not the public with whom we are trying to relate, because the public is fed to the teeth with the big spread, the big story, the spectacular and the super spectacular.

Even the "giant economy size" has fallen by fiat under public suspicion—proved correct—that that particular big spread had a lot of hot air where there should have been merchandise. To quote our teenagers, the reader or the viewer wants us "to tell it like it is," and get it over with. If there is one thing obvious about our society today, it is that "the word" is too much with us.

John Q. is beset on all sides by words spoken, printed, billboarded, skywritten, blinkered by neon and even subliminally whispered. John Q. picks up his paper and notes six or eight inches of background material on a speaker, or hears five minutes of introduction at his civic club, and occasionally, I suspect, he wonders how it is that the most important man in this country can be introduced simply as—"The President of The United States . . ."

I exaggerate, of course. I would not really argue for taking civility out of communication, but I would insist that brevity is a part of civility —too often a missing part—and the same goes for modesty.

With your permission, I will now belabor the obvious a bit more. If you wish to be successful in relating to the public, you should:

(1) Come to the point.

(2) Come to the point in clear and simple English.

(3) Eliminate all jargon, professionalese, "ingroup" language and puffery.

(4) Decide upon the subject you wish to communicate; know that subject and stick to it.

(5) Never over-estimate the public's knowledge, and never under-estimate the public's intelligence.

(6) Never take lightly the question of timing. Nothing is so important, not even clarity. To the injunction that "you should tell it like it is," I would add: "Tell it when they will be willing to listen . . ."

(7) Always ask yourself: "Will the public be interested?" and then ask: "Is there any reason the public should be interested?"

Subject matter is enormously important. Bombarded as he is, the citizen still thirsts because amid the slogans, blandishments, exhortations and appeals of all sorts to his suffering psyche, he gets very little information that is *made useful.* By that I mean he gets very little information *formulated* with deliberate foresight as to his needs and his interests and *shaped* deliberately to meet those needs.

Now the needs are many, and they vary from field to field, but the greatest need in any field is to have the citizen understand. And unless you address him with candor—and within a context—he cannot possibly understand.

The context should be drawn from comprehension of what is already in the public's mind. Although it is possible to sell a Cadillac to a few of the poor, it is not possible to sell many. Although it is possible to persuade a few people that one particular notion or philosophy will turn this old world around, most Americans retain under their enthusiasms a considerable degree of skepticism and common sense. If you wish to get into John Q's mind, it is a good idea to speak to the fears, doubts, questions or desires that already reside in his mind.

In my business one sees a great many undertakings launched with high hopes of success—ideas, programs, organizations, and some of them are worked at sacrificially by their sponsors. Too many fail, and of these, in my opinion, most fail because no consideration was given to the community's state of mind, too little consideration was given to choice of the person who would do the talking, and too much consideration was given to high-minded declaration.

I suppose that of all the pollsters and public relaters, Samuel Lubell may be the most perceptive. In a recent article he gave a one-sentence definition of how public relations works that will have to stand until a better one comes along.

"Public relations," he said, "is structured by self interest." Not by frequency of statement, size of play, money spent, pictures, gimmicks or what-have-you—but self interest. What you say either relates to something in John Q's mind or soul — or it doesn't relate. And if it doesn't relate, one may as well forget any hope of communication.

# PREPARATION OF PERSONNEL IN OCCUPATIONAL EDUCATION

EDGAR J. BOONE
*Professor and Head Department of Adult Education*
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

The purposes of this paper are twofold; namely to:

1. Share with you some of my observations about the preparation of faculty members in Occupational Education; and,
2. Discuss the preparation of administrators for the Community College system with special emphasis on our newly established internship program at North Carolina State University.

The second purpose is very relevant to our panel discussion since our internship program at North Carolina State University is concerned with equipping administrators who will be expected to assume important leadership roles in the Community College system.

1. *Competencies Needed in Occupational Education.*

To deal with the subject of preparing faculty members in Occupational Education, one first has to have a clear concept of the educational project; that is, we must know *what we want the student to be able to do upon completion of the program.* We can no doubt agree that the product of Occupational Education is an individual who possesses the knowledge, attitudes, and skills needed to succeed in the world of work, to contribute to the community and society of which he is a member, and the commitment to learn throughout his lifetime. The development of such a product requires competent teachers, since skills, knowledge, and attitudes acquired by the student evolve primarily from the teacher's influence. Therefore, the first measure of quality in Occupational Education must be at the teacher's level.

What competencies . . . knowledge, understanding, and skills . . . do faculty members in Occupational Education need? What are some of the means through which teachers may acquire these competencies? I have identified six competencies that I believe are crucial to the role of the faculty member in Occupational Education.

1. *Faculty members in Occupational Education need to understand and possess a strong commitment to the philosophy, objectives, and organization of the comprehensive Community College system.*

The faculty member's perception of the philosophy, objectives, and organization of the institution within which he is employed has a profound effect upon his attitude and level of performance. An inadequate

perception of these elements could conceivably result in a frustrated and displaced faculty member.

One needs only to examine the philosophy and objectives of our system of Community Colleges in North Carolina to begin to experience the potential impact that this educational system can and should have upon the development of human resources in North Carolina. The philosophy of *"total education"* extends to all segments of society in the State.

The effective implementation of this excellent philosophy and objectives will require the best efforts of all staff members in the system. The daily activities of each faculty member and administrator in the total system should reflect this philosophy and be focused on the achievement of the objectives of this great educational system.

2. *Faculty members in Occupational Education need to know and understand technical subject matter appropriate to their specialty.*

Technology or technical subject matter is the core and substance of the curriculum in Occupational Education. A thorough mastery of content requires that the faculty member understand the concepts and principles that undergird and give meaning to his speciality. The faculty member cannot restrict his knowledge to practice and applications. He must be able to perceive his specialty in totality and recognize the relationship of *practice* to *concepts*. Such an understanding is essential if the faculty member is to organize and present the content in a meaningful manner to the student.

As is true of the acquisition of all of the competencies, expertise in technology is a never-ending quest. The discovery of new knowledge rapidly makes what is known today obsolete.

3. *Faculty members in Occupational Education need to know and understand the principles of learning and teaching and to exhibit a high degree of proficiency in applying these principles.*

The mastery of content is not enough. The faculty member must be capable of structuring learning situations that will facilitate change in the learner.

Leading students to understand, accept, and apply knowledge is a difficult undertaking. First and foremost, the teacher must be capable of recognizing and diagnosing individual differences among his students. Second, he must understand how the student learns. Specifically, he has to understand and be proficient in *motivating* the student. Other relevant concepts about learning that should constitute a part of the teacher's frame of reference include: (1) clarity of objectives, (2) self-activity, (3) frequency, (4) association, (5) re-learning, and (6) readiness.

Armed with an understanding of how learning occurs, the teacher

is then in a good position to identify, select, and *organize learning experiences* that will result in change in the learner.

4. *Faculty members in Occupational Education need to understand technological, economic, and social changes and their implications for their specialty.*

Leaders in Occupational Education need to be continually sensitive to *change* in the community, area, state, and nation that have implications for the world of work. Changes in the *expectations and values* of society must be continually interpreted in light of their implications for the world of work. Advanced technology and improved communications have and will continue to affect our social structure in the United States.

The economic structure of the community, area, state, and nation must be continually studied to detect trends that will affect the world of work. Continual changes and adjustments in our programs in Occupational Education will need to be made to keep in tune with societal needs.

5. *Faculty members in Occupational Education need to understand human development processes and maintain a high degree of skill in human relations.*

Our Occupational Education programs must be woven into the framework of our institutions and the communities that they serve. Our faculty in Occupational Education must continually work at relating themselves to their students, fellow faculty members, administrators, and industrial, business, and civic leaders in the community. We cannot operate in a vacuum. The student, fellow faculty member, administrator, and community leader all must play effectively on the team that we are trying to form.

6. *Faculty members in Occupational Education need to know, understand, and be highly proficient in applying the principles and techniques of educational evaluation and measurement.*

Simply put, our faculty in Occupational Education must know how to assess the fruits of their labor. The ultimate test is assessing what happens to the student. Is he changed? Has his occupational status improved? Is he now a more effective contributor to his community?

Answers to these questions require real know-how and skill on the part of the teacher. Specifically, we must be capable of developing and applying measures that give some indication of:

. . . the starting level of the student.

. . . rate of progress being attained by the student during his participation in the planned educative experience.

. . . the extent of growth in the student at the termination of the experience.

. . . the permanence of the learning acquired.

There are, of course, many other competencies that could be enumerated. However, I have tried to identify those that I consider to be most important to the faculty member in Occupational Education. These are the types of competencies that the faculty member must continually strive to improve.

II. *Suggested Means for Acquiring Competencies*

We must recognize at the outset that faculty members are at different levels. Hence, the professional improvement program should be tailored to individual faculty members' needs. We can identify several essential elements in a program designed for acquiring the needed competencies in Occupational Education.

1. *Relevant Industrial Experience.*

Since Occupational Education curricula educate students primarily for specialized occupational areas, it follows that a significant proportion of the faculty needs relevant industrial experience. This experience must be reasonably current. It seems reasonable to assume that faculty members in Occupational Education may need to be afforded opportunity to gain first-hand experience with respect to their speciality from time to time. They need to experience what is taking place in industry.

2. *In-service Education.*

The Community College system needs to collaborate with industry and institutions of higher learning in planning and conducting a continuing in-service education program for its faculty in Occupational Education. Such experiences might be in the form of short courses, institutes, seminars, workshops, etc.

3. *Professional Meetings.*

Faculty members need to be encouraged and afforded the opportunity to attend and participate in professional meetings that are closely allied to their specialty.

4. *Reading Professional and Technical Publications.*

A principal method by which technical persons obtain increased competence and familiarity with new developments in their field is through reading relevant journals and periodicals. The library supporting an Occupational Education faculty should be one which will encourage the faculty to develop the habit of consulting the technical press and professional journals in their field. The faculty member in Occupational Education must have access to a library which includes modern technical books, current technical periodicals, and journals in his field

5. *Participation in Academic Programs.*

Faculty members in Occupational Education need to be encouraged and afforded the opportunity to enroll in formal courses and possibly degree-oriented programs. At this point it is appropriate to turn to the second purpose of this paper and discuss the opportunities for Occupa-

tional Education personnel in the internship program at North Carolina State University.

III. *Preparation of Administrators in the Internship Program at North Carolina State University*

The chief purpose of our Community College internship program at North Carolina State University is to train present and prospective administrators who will assume increased leadership responsibilities in the North Carolina Community College system. Our program is designed to equip our graduates to function effectively as: (1) educators, (2) organizers; (3) managers; (4) public relations leaders; and (5) statesmen.

In endeavoring to design a meaningful curriculum for our Community College interns we have given considerable attention to the need for helping them bridge the gap between theory and practice. We have introduced into the program what we believe to be a very innovative breakthrough in education at the doctoral level. Specifically, through the internship experience we are attempting to help our students make application of concepts, theories, and principles gleaned in the classroom in seeking solutions and answers to actual problematic situations in the Community College, Technical Institute, Industrial Education Center or Extension Unit. This laboratory experience is under the direct supervision of the administrative staff of the institution involved and faculty members in the Department of Adult Education. The internship experience and formal course work are timed to occur simultaneously.

Our focus in terms of course work is upon the following areas:

1. The Comprehensive Community College
2. Organization and Administration
4. Adult Learning
5. Counseling
6. Budgeting and Public Finance
7. Management Policy and Decision-making
8. Community Structure
9. Measurement and Evaluation

These courses are drawn from Education and the Behavioral Sciences. A real strength of the program is its interdisciplinary nature. Major emphasis in the several content areas identified is devoted to helping students come to grips with major concepts. This represents a drastic departure from the classical approach.

In addition to the formal course offerings, special seminars are planned for the interns. These seminars are aimed at helping the interns acquire a thorough orientation to and understanding of the interagency relationships in North Carolina's system of government which are of

significance to successful administration in institutions of the Community College system.

In addition to the formal course program, internship experience, and seminars, the interns are expected to design and conduct a scholarly research project culminating in a dissertation. Our primary thrust in the interns' research experience is to have them identify problems for study that will yield useful information for the Community College system.

The internship program, thus, is an important element in the overall program needed to prepare Occupational Education personnel for North Carolina. It is the highest academic level in the total series of educational and training experiences which can give the essential competencies required for Occupational Education.

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# ROSTER OF CONFERENCE PARTICIPANTS

# ROSTER OF CONFERENCE PARTICIPANTS

Mr. Craig Allen, President
Robeson County Unit of Fayetteville
Technical Institute
St. Pauls, North Carolina

Mr. Anthony J. Bevacqua
Educational Director of Vocational and
Technical Programs
North Carolina Department of
Community Colleges
Raleigh, North Carolina

Dr. Gordon Blank, President
Western Piedmont Community College
Morganton, North Carolina

Mr. Charles M. Barrett
Coordinator of Adult Basic Education
North Carolina Department of
Community Colleges
Raleigh, North Carolina

Mr. Hugh E. Battle
Assistant Business Manager
Department of Fiscal Affairs
North Carolina Department of
Community Colleges
Raleigh, North Carolina

Dr. H. E. Beam, President
Caldwell Technical Institute
Lenoir, North Carolina

Dr. Edgar Boone
Professor of Adult Education
North Carolina State University
Raleigh, North Carolina

Mr. Howard E. Boudreau, President
Fayetteville Technical Institute
Fayetteville, North Carolina

Mr. M. H. Branson, President
Randolph Technical Institute
Asheboro, North Carolina

Mr. Thurman Brock, President
Craven County Unit of Lenoir County
Community College
New Bern, North Carolina

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Buncombe Technical Institute
Sylva, North Carolina

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Assistant Educational Director of
Academic Programs
North Carolina Department of
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Raleigh, North Carolina

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North Carolina State University at
Raleigh
Raleigh, North Carolina

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Durham Technical Institute
Durham, North Carolina

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Charlotte, North Carolina

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Vice Chancellor for Student Affairs and
Community Relations
The University of North Carolina at
Charlotte
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Wilson County Technical Institute
Wilson, North Carolina

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Central Piedmont Industries
Charlotte, North Carolina

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Assistant Professor of Mathematics
The University of North Carolina at
Charlotte
Charlotte, North Carolina

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Technical and Vocational Programs
Guilford Technical Institute
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The University of North Carolina,
Consolidated Office
Chapel Hill, North Carolina

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Professor of Technical Education
Center for Study of Higher Education
University of Michigan
Ann Arbor, Michigan

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Shelby, North Carolina

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North Carolina Department of
Community Colleges
Department of Fiscal Affairs
Raleigh, North Carolina

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North Carolina Department of
Community Colleges
Raleigh, North Carolina

Dr. Gordon B. Pyle
Educational Director of Academic
Programs
North Carolina Department of
Community Colleges
Raleigh, North Carolina

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Asheville-Buncombe Technical Institute
Asheville, North Carolina

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The University of North Carolina at
Chapel Hill
Chapel Hill, North Carolina

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Southern Pines, North Carolina

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Gaston College
Gastonia, North Carolina

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Technical Institute of Alamance
Burlington, North Carolina

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Wilkes Community College
Wilkesboro, North Carolina

Dr. Vaud A. Travis
Associate Dean of Liberal Arts
Central Piedmont Community College
Charlotte, North Carolina

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North Carolina State Board of Education
Raleigh, North Carolina

Dr. Philip D. Vairo
School of Education
Fordham University
New York, New York

Mr. Don Warren, President
Ansonville Unit of Central Piedmont
Community College
Ansonville, North Carolina